



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

755 North Magnolia Avenue, Tucson, AZ 85711

Tucson Unified District

AZ LEARNS¹

High School Achievement Profile ^(a)

2005-06 Performing
2004-05 Performing
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

School Overview

Principal/Administrator : Ms. Sabrina Hallman
Schedule : 07:30 AM to 04:00 PM
Grades : 9-12
Web Address :
Phone Number : (520) 232-8200
Fax Number : (520) 232-8201
E-mail : sabrina.hallman@tusd.k12.az.us

Mission

Meredith K-12 is a Special Education facility providing for students with severe emotional needs. We believe that when students learn to cope with their emotional issues and alter behaviors they are better able to become academic learners. We strive to teach the skills necessary for academic and community success.

No Child Left Behind

Adequate Yearly Progress ^(b)

2005-06 Met
2004-05 Met
2003-04 Met

School Improvement Status ^(b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü To improve our instructional program and student successes. To build student understanding of the expectations needed to become successful in a global society.
- ü To provide opportunities for diversity appreciation. To work strongly with transitioning students into the World of Work.

Enrollment

October 1, 2005 School Year Student Enrollment : 24
Accepting New Students in 2005-06 Under Open Enrollment Law : ² No
Number of Students Attending Under Open Enrollment in 2005-06 : 0

Instructional Programs

- ü Strong Academic/Behavior Programs
- ü Strong Student/CommunitTherapeutic Supp.
- ü School-to-Work Program/OJT
- ü Employment Development
- ü Counseling and Psychological Services

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/15/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

At Meredith K-12 School, we believe in the value of communication between the home and school. Daily point/communication sheets and a monthly school newsletter are sent home with students. Active participation on site council and with parent groups is solicited. Quarterly events and parent/teacher conferences are hosted.

Parents

Parents are expected to have students arrive on time for school and to be prepared to learn. We ask parents to be supportive of school rules and policies and to attend IEP and other meetings that pertain to their child. Parents are encouraged to support the site council and parent groups. We ask for open communciation between school and home and we provide an open door policy for all family/community members.

Transportation Policy

Tucson Unified School District provides for transportation to school as directed by the students' IEPs.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor

Year

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	3907	71130	NC	93	95	NC	701	701	NC	23	23	NC	13	13	NC	51	51	NC	13	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	1942	35465	--	95	96	--	702	702	--	21	21	--	14	13	--	52	53	--	13	13
Male	NC	1965	35648	NC	92	94	NC	700	701	NC	25	24	NC	12	12	NC	50	50	NC	14	14
African American	--	290	3868	--	98	95	--	679	686	--	40	33	--	14	17	--	41	45	--	4	6
Hispanic	NC	1807	25103	NC	93	95	NC	688	685	NC	31	34	NC	16	16	NC	47	45	NC	6	5
Asian/Pacific Islander	--	134	1805	--	98	98	--	727	731	--	10	9	--	5	7	--	53	50	--	31	34
American Indian/Alaskan Native	--	115	4241	--	86	90	--	681	679	--	44	39	--	10	19	--	40	39	--	6	3
White	--	1560	36075	--	93	95	--	719	715	--	10	12	--	9	9	--	58	58	--	22	21
Students with Disabilities	NC	361	5862	NC	65	71	NC	659	658	NC	63	63	NC	14	15	NC	22	20	NC	1	2
Students without Disabilities	--	3546	65268	--	98	98	--	704	705	--	19	19	--	12	12	--	54	54	--	14	15
Limited English Proficient Students	NC	353	4859	NC	89	93	NC	658	662	NC	70	64	NC	10	15	NC	19	20	NC	1	1
Migrant Students	--	--	786	--	--	95	--	--	681	--	--	38	--	--	18	--	--	41	--	--	4
Economically Disadvantaged	NC	1325	22957	NC	91	93	NC	684	685	NC	36	34	NC	17	17	NC	42	44	NC	5	5
Non-Economically Disadvantaged	--	2582	48173	--	95	96	--	710	709	--	17	17	--	10	11	--	55	55	--	17	18

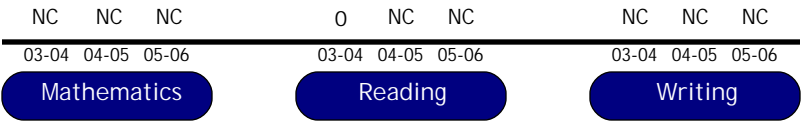
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	4113	73018	NC	96	97	NC	699	703	NC	7	6	NC	26	23	NC	60	64	NC	8	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	2019	36181	--	97	97	--	704	708	--	5	4	--	23	21	--	63	65	--	9	9
Male	NC	2093	36816	NC	95	96	NC	693	699	NC	9	7	NC	28	24	NC	57	62	NC	6	7
African American	NC	302	3976	NC	99	96	NC	677	689	NC	16	8	NC	32	29	NC	50	59	NC	2	3
Hispanic	NC	1900	25801	NC	96	96	NC	683	683	NC	9	10	NC	34	34	NC	53	53	NC	3	3
Asian/Pacific Islander	--	137	1812	--	99	98	--	720	722	--	2	3	--	18	15	--	66	66	--	14	16
American Indian/Alaskan Native	--	128	4389	--	91	93	--	678	675	--	6	9	--	46	42	--	45	47	--	2	1
White	NC	1646	37024	NC	96	97	NC	720	721	NC	3	2	NC	14	12	NC	69	73	NC	14	13
Students with Disabilities	NC	530	7170	NC	93	85	NC	652	654	NC	24	23	NC	48	47	NC	27	29	NC	1	1
Students without Disabilities	--	3583	65848	--	97	98	--	705	708	--	4	4	--	22	20	--	64	67	--	9	9
Limited English Proficient Students	--	379	5099	--	93	95	--	636	641	--	34	29	--	55	59	--	11	12	--	0	0
Migrant Students	--	--	817	--	--	96	--	--	667	--	--	15	--	--	44	--	--	39	--	--	1
Economically Disadvantaged	NC	1425	23912	NC	94	94	NC	677	681	NC	11	10	NC	39	36	NC	47	52	NC	2	2
Non-Economically Disadvantaged	NC	2688	49106	NC	98	98	NC	710	714	NC	5	4	NC	19	16	NC	66	69	NC	11	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	4094	72810	NC	96	96	NC	681	685	NC	7	6	NC	32	30	NC	55	58	NC	6	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	1999	36111	--	96	97	--	694	695	--	4	4	--	25	23	--	63	65	--	8	8
Male	NC	2094	36678	NC	96	95	NC	670	674	NC	10	9	NC	40	36	NC	47	52	NC	3	3
African American	--	300	3962	--	99	96	--	660	675	--	18	8	--	30	33	--	50	55	--	2	3
Hispanic	NC	1889	25735	NC	95	96	NC	672	669	NC	9	10	NC	39	41	NC	49	48	NC	3	2
Asian/Pacific Islander	--	137	1809	--	99	97	--	698	704	--	4	4	--	22	19	--	60	65	--	14	13
American Indian/Alaskan Native	--	126	4370	--	89	92	--	674	670	--	6	9	--	46	39	--	47	50	--	2	2
White	NC	1642	36915	NC	96	97	NC	696	697	NC	4	3	NC	25	21	NC	62	67	NC	10	8
Students with Disabilities	NC	521	7071	NC	91	84	NC	631	634	NC	25	24	NC	56	53	NC	17	21	NC	1	1
Students without Disabilities	--	3573	65739	--	96	98	--	688	689	--	5	4	--	29	27	--	60	62	--	6	6
Limited English Proficient Students	--	368	5046	--	90	94	--	612	621	--	36	31	--	57	56	--	7	12	--	0	0
Migrant Students	--	--	812	--	--	96	--	--	654	--	--	15	--	--	51	--	--	34	--	--	0
Economically Disadvantaged	NC	1407	23814	NC	93	94	NC	664	667	NC	11	10	NC	43	41	NC	44	47	NC	1	2
Non-Economically Disadvantaged	NC	2687	48996	NC	98	97	NC	690	693	NC	5	4	NC	27	24	NC	60	64	NC	8	7

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	NA
	Met Graduation Rate?	Y
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	NC	NC	NA	42	NC	NC	48	51	--	--	48	52
	Language	NC	NC	37	42	NC	NC	46	50	--	--	46	50
	Mathematics	NC	NC	57	63	NC	NC	46	50	--	--	44	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (- -) to indicate "no data available."

Mary Meredith High School

School Site Council

Council Composition

- 1 School Administrator(s)
- 2 Non-certified Employee(s)
- 2 Teacher(s)
- 1 Parent(s)
- 2 Community Member(s)
- 1 Student(s)

Council Duties

- ü Curriculum Development
- ü Instructional Strategies
- ü Shared Decision Making - Phase 2
- ü Student Achievement
- ü Planning Strategies
- ü Community-School Partnership

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	3.50
Other Professional Staff	1.20	Teacher Aide	6.50

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	0	0	0	0
4 to 6 years	2	1	0	0
7 to 9 years	0	1	0	0
10 or more years	0	0	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	22
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- ü Learning Resource Ctr Computer Library
- ü Science and Math Resource Center
- ü Living Skills Center

Extracurricular Activities

- ü On-the-Job Training
- ü Visual Arts Program
- ü Service Learning
- ü Boys and Girls Club Involvement

Social Services

- ü Counseling Services
- ü Psychological Testing
- ü Service Learning - On the Job Training
- ü Breakfast Program
- ü Lunch Program

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Establishing site leadership throughout the school; strengthening leadership team. To build an understanding of how to teach success for a global society.
- ü Continue implementing job development skills and on-the-job training. Successful transition to a less restrictive placement.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	84	95	94	95
Promotion Rate ⁵	72	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Students are monitored at all times; low student/teacher ratios; on-site social worker and psychologist; law-related education, Training in Therapeutic Crisis Intervention procedures.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

3

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Sabrina Hallman	(520) 232-8200
Transportation Policy	Bill Ball	(520) 232-4800
Community Resources	Edward Simental	(520) 232-8200
School Nutrition Programs	Marcia Little	(520) 232-7000
Parent Organization	Amy Ray	(520) 232-8200
Student Health/Nurse	B.Cook	(520) 232-8217

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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Total cost of printing: 12 Pages X .0243 Per page X 0 Copies = \$0.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.